

SENATE JOINT RESOLUTION 688
By Dixon

A RESOLUTION urging the Select Oversight Committee on Education to study and assess the impact of English as a Second Language (ESL) students on "teacher effect data" in the value-added assessment system.

WHEREAS, Tennessee has adopted the value-added assessment system as a means of estimating the statistical distribution of teacher effects on the educational progress of students within school districts for grades three (3) through eight (8); and

WHEREAS, concerns have arisen over the impact of including in the "teacher effect data" the test results of students who speak English as a second language; and

WHEREAS, these concerns are primarily based on the ability of English as a second language (ESL) students to comprehend testing instruments; and

WHEREAS, other concerns are based on the limits and demands on individual instructional time for ESL students and the extent to which non-ESL students' test performance may be impacted; and

WHEREAS, prior expert testimony on this issue was inconclusive as to the impact of ESL students on the value-added assessment system; now, therefore,

BE IT RESOLVED BY THE SENATE OF THE ONE HUNDRED FIRST GENERAL ASSEMBLY OF THE STATE OF TENNESSEE, THE HOUSE OF REPRESENTATIVES CONCURRING, That the Select Oversight Committee on Education is hereby requested to study the impact of English as a second language (ESL) students on the value-added assessment system.

BE IT FURTHER RESOLVED, That the Select Oversight Committee on Education is specifically requested to determine whether inclusion of ESL students in calculating "teacher effect data" is appropriate, and the extent to which the instructional demands for ESL students may impact class size and the testing performance of non-ESL students.

BE IT FURTHER RESOLVED, That an enrolled copy of this resolution be transmitted to the Co-Chairs of the Select Oversight Committee on Education.